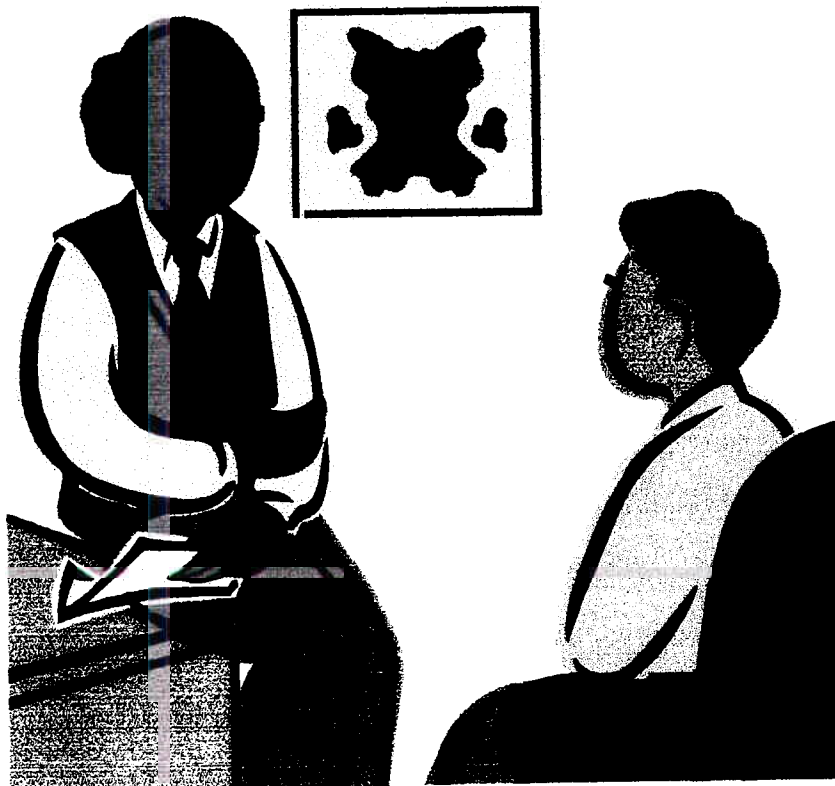


# NEW JERSEY COUNSELING INITIATIVE



Williamstown High School  
[whsguidance.org](http://whsguidance.org)

## THE COUNSELOR'S NEW WORLD



Developing a Great Program

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## DEVELOP A VISION STATEMENT

- *Every student who participates in the K-12 counseling program in Monroe Township will become aware of their strengths and interests. They will work on developing positive self-esteem and the ability to respect and get along with others. While becoming aware of opportunities in the workplace, learners will develop an understanding of how their educational program relates to their life long career goals. Students will recognize the skills and the work ethic that will make them desirable in the workplace. Students will take the responsibility to use these skills and information and relate them to the development of their life plan.*

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## REVIEWED OTHER PROGRAMS



- Florida - Activity/Lesson Plan Format
- New Brunswick - Career Center
- Piscataway - Program Format

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## WRITE PROGRAM

- National Standard – Forming a Career Identity
- Decide what you want the student to be able to do – what are your objectives
- Then match your objectives to the Cross Content Workplace Readiness Standards

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## FORMING A CAREER IDENTITY

- Use technology to review educational plans, set educational and career goals based on self-assessment and career exploration(2.2,4.1)
- 2.2 Select appropriate tools and technology for specific activities
- 4.1 Set short and long term goals

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## REVIEW PROGRAM

- Reviewed Monroe's Programs
- Organize existing programs
- Personal/Social
- Academic
- Career



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## COUNSELORS



- Input in all phases
- Agreed on all changes
- District meetings to get everyone on board
- Willing to accept more responsibilities
- Developed our program

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## ELEMENTARY ACTIVITIES

- Folders with all completed career activities are passed along through high school
- Counselor gets into every classroom 2-3 times per year
- ICAP Booklets completed with classroom teacher. Two per grade levels one through five in personal/social, career, and academic strands to enhance guidance program.
- COIN - computer program for each grade level
- Individual counseling

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MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY <b>Elementary Calendar</b> School Operating Calendar			
Time of Year	K-2	3-5	ONGOING K-5
September October November	Guidance Orientation P/S Self Esteem P/S Character Education P/S, A	Guidance Orientation P/S Self Esteem, Self Awareness P/S, C Character Education P/S	Self Esteem P/S Self Awareness P/S, A Character Education P/S, A, C
December January February	Diversity P/S Friendship P/S Conflict Resolution P/S, A	Character Education P/S, A, C Conflict Resolution P/S, A Peer Relationships P/S, A	Conflict Resolution P/S, A Anger Management P/S, A Coping with Divorce, Separation in Families Coping with Grief P/S
March April May June	Test Taking Skills A Term News Testing A Career Awareness C Transitions P/S, A	Test Taking Skills A Term News Testing A KAPFA Testing - Grade 4 A Career Awareness P/S, A Transitions P/S, A	Organization and Study Skills A Transitions: Grade Levels, Rebooting P/S, A

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## MIDDLE SCHOOL ACTIVITIES

- COIN - computer program for careers
- Interest inventory for careers
- Cycle class for 7th grade in the Real Game
- Complete classroom lessons on academic and personal/social skills
- Individual counseling




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### MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY

#### Middle School Calendar School Counseling Curriculum

TOPIC BY GRADE			
Time of Year	6	7	8
Sept./ Oct./ Nov.	Transition / Orientation P/S, A, C	Orientation, Transition and Academic Responsibilities P/S	Orientation P/S, A
	Organizational and Study Skills A Social Homework P/S	Study Skills and Learning Strategy A	Career Awareness The Academic at OCT A, C The Academy Program at WHS AC
	Setting Goals P/S, A, C	Study Skills and Learning Strategy A	Resolving Others and Resolving Conflict P/S

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### MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY

#### Middle School Calendar School Counseling Curriculum

TOPIC BY GRADE			
Time of Year	6	7	8
Dec./ Jan.	Decision Making Skills P/S, A, C	Dealing with Conflict/ Harassment P/S	Test Taking Skills / Anxiety (GSEP) A
	Peer Pressure / Coping Skills P/S	Self Awareness (How Behavior Affects Others) P/S	High School Orientation P/S, A, C High School Scheduling A

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MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY			
Middle School Calendar School Counseling Curriculum			
TOPIC BY GRADE			
Time of Year	6	7	8
Feb. / April	Assessing Skills and Interests for Careers 7/5	Making Effective Decisions and Problem Solving 7/5	Career Program C
	Test Taking Skills New Behavior Address Others and themselves 7/5	Test Taking Skills A	Assessment 7/5
	Term Home Testing A	Term Home Testing A	Homework 7/5
May / June	Self Interest 7/5, A	Time Management A	Transition Issues to Grade 9 7/5, A, C
Ongoing	Individual Counseling	School to Careers & make Career Goals for All Students - Pre-AP & Individual Counseling	Individual Counseling

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## HIGH SCHOOL ACTIVITIES

- Individual academic and personal/social counseling
- Study skills lesson for all freshman
- Study skills groups for all repeating freshman
- Groups for learning personal/social and academic skills including anger management
- Freshman orientation
- College applications and counseling




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MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY				
High School Calendar School Counseling Curriculum				
TOPIC BY GRADE				
Time of Year	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
September/ October/ November	Transition Orientation / Goal Setting 7/5, A	Review Educational Plan / Goals A, C	Review Educational Plan / Goals A, C	Records Check Review Educational Plan and Goals A, C
	Scheduling Revision A, C	Scheduling Revision A, C	Scheduling Revision A, C	Senior Year Procedures/ College Planning A, C
	Study Skills A	PSAT A	PSAT A	College Plan A, C
	Records Check A	Records Check Personality Test A, C	Records Check OSAT - College Search A, C	College Applications A, C

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MONROE TOWNSHIP SCHOOLS WILLIAMSTOWN, NEW JERSEY				
High School Calendar School Connecting Curriculum				
TOPIC BY GRADE				
Time of Year	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Dec. / Jan.	Introductory Bridge Lesson C	Bridge Lesson C	Bridge Lesson C	Career Procedures C
	Self-Awareness A	Interpreting PACT / SAT Results A	Interpreting PACT / SAT Results A	College Research or Research / Personal Ad A
Feb. / March / April / May	Educational Planning Goal Setting A, C	Educational Planning Goal Setting A, C	Educational Planning Goal Setting A, C	Final College Choice A, C
	Test Taking Tips Now A	Test Taking Tips Now A	Test Taking / MYP A, AC	Senior Seminars / Graduation / Attendance C, A
June	End of year Responsibilities			
ONGOING	Career Management - 75 Informational Sessions - 75, A, Real World - 75, Career Matters - 75, A, C			

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## CAREER CENTER



- Individual appointments 9th - 11th grade
- Group activities completed with all 9th - 11th graders, 3 activities per grade level
- 12th graders by individual appointment only
- Our Career Survey reports that students believe our Career Center is a worthwhile part of our program

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## REORGANIZE YOUR PROGRAM

- Crisis-Centered Program
- Individual Counseling



- Developmental Program
- Group Counseling
- Classroom Presentations



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## IMPROVEMENTS NOTED

- 93% of our students have enrolled in post-secondary schools - up 6% over last year
- First year we have had more students attend 4 year schools than 2 year schools



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## WE'VE COME A LONG WAY BABY



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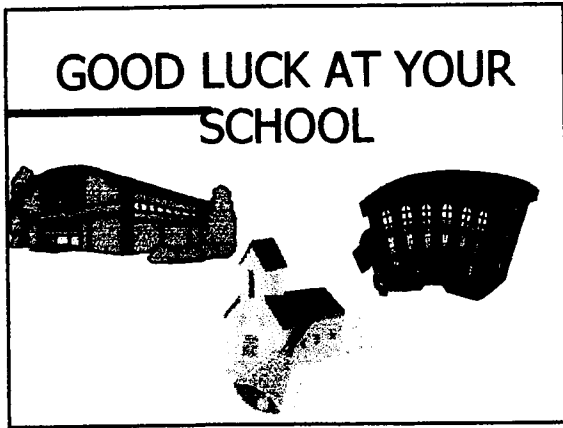
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## ***VISION STATEMENT***

*Every student who participates in the K-12 counseling program in Monroe Township will become aware of their strength and interests. They will work on developing positive self esteem and the ability to respect and get along with others. While becoming aware of opportunities in the workplace, learners will develop an understanding of how their educational program relates to their life long career goals. Students will recognize the skills and the work ethic that will make them desirable in the workplace.*

**GRADE:** 9

**STRAND:** Personal/Social

**TITLE OF ACTIVITY:** Peers and Pressure

**OBJECTIVES:** To examine the positive and negative aspects of peer pressure. To identify the consequences of resisting peer pressure.

**MATERIALS /  
RESOURCES NEEDED:** A chalkboard or newsprint, worksheet for each student. 12 words of phrases written (one per card) on a 5X8 index card.

1. Drinking beer
2. Smoking Cigarettes
3. Engaging in Sex
4. Using drugs
5. Stealing
6. Cheating
7. Lying to parents
8. Sneaking out of the house
9. Getting good grades
10. Staying sober
11. Staying "clean"
12. Performing in sports, music, drama

**TEACHING TIPS:** For our discussion, we will use the questions on the worksheet. A follow-up activity could be to write a "Dear Ann Landers" letter about a current problem with peer pressure and a response suggesting a way to handle the problem.

**SUGGESTED TIME ALLOTTED:** 1 class period

## ACTIVITY PROCEDURES:

1. The lesson is introduced by writing the word “Peer Pressure” on the board. Students will be engaged in a discussion to get examples of what this term means to them, and to elicit examples of both good and bad peer pressure.
2. The students are then divided into groups of 3 or 4 and each group is given one or two of the index cards with the words or phrases. Each group discusses how they think peers exert pressure on them to engage in the activity indicated on the card. Each group selects a recorder to write their responses on the back of their card.
3. Allow time for the small groups to share their responses with the total group. Then engage students in a discussion about what they think they can do to resist peer pressure and what the consequences will be if they do.
4. Students can use the worksheet to identify a personal example of peer pressure either positive or negative, and briefly describe how they felt in the situation. This part of the exercise can be kept confidential and not shared with others.

**GRADE:** 10

**STRAND:** Career

**TITLE OF ACTIVITY:** Personality Tool Kit

**OBJECTIVE:** Students will identify occupations that match their personality.

**MATERIALS /  
RESOURCES NEEDED:** personality Tool Kit Survey, matching occupation sheets.

**TEACHING TIPS:** Remind students that not all the occupations listed will match their interests. The occupations are for college / non-college bound and male / female students.

**SUGGESTED TIME ALLOTTED:** 1 class period

**ACTIVITY PROCEDURES:**

1. Teacher introduces the lesson by explaining the importance of matching occupations to personality.
2. Students will complete the survey.
3. Teachers will score survey.
4. Discussion of results and resources.

## ENFJ

Extravert, Intuitive, Feeling, Judging

ENFJs represent approximately 5% of the American population.

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### What I Need In A Career For It To Be Satisfying

1. The opportunity to meet new people and develop warm, long term relationships.
2. Clear expectations from others and a system that recognizes my contributions and lets me grow and develop personally and professionally.
3. The chance to think about possibilities and work on creative solutions to problems that will help others or improve the quality of life.
4. A supportive and friendly environment where I work with people I trust and like, and where I feel appreciated for my efforts.
5. The ability to work on many interesting projects, use my great organizational skills, and maintain a high degree of control and responsibility.

### Careers To Consider

Communication director	Dean of students	Entertainer
Writer/journalist	Housing director	Artist
Recreation director	Program designers	Recruiter
Advertising sales executive	Social worker	Newscaster
Public relations manager	Non-profit director	Politician
Sales trainer	Career Counselor	TV Producer
Psychologist	Sales manager	Librarian
Personal counselor	Executive: small business	Fundraiser
Wholistic health advisor	Outplacement counselor	Facilitator
Clergy/minister	College prof. humanities	
Teacher: art/drama/English	Human resource trainer	

### Recommendations For The Job Search

#### A. Using My Strengths, I Excel When I:

1. Organize, implement, and follow through all parts of my job search
2. Network extensively and follow up all contacts
3. Make a great impression at interviews and easily establish rapport
4. Approach problems creatively and stay optimistic
5. Work hard and view my job search as a job

#### B. Avoiding My Weaknesses, I Need To:

1. Think through all steps and double check all the facts
2. Postpone making a quick decision and try to leave my options open
3. Be realistic about what the job search requires or what a potential job will really be like
4. Stay emotionally detached so I can be more objective
5. Stay confident and not take rejection personally

Name \_\_\_\_\_

Date \_\_\_\_\_

<i>Extraverts</i>	<i>Introverts</i>
Are energized by being with other people	Are energized by spending time alone
Like being the center of attention	Avoid being the center of attention
Act, then think	Think, then act
Tend to think out loud	Think things through inside their heads
Are easier to "read" and know; share personal information freely	Are more private; prefer to share personal information with a select few
Talk more than listen	Listen more than talk
Communicate with enthusiasm	Keep their enthusiasm to themselves
Respond quickly; enjoy a fast pace	Respond after taking the time to think things through
Prefer breadth to depth	Prefer depth to breadth

<i>Thinkers</i>	<i>Feelers</i>
Step back; apply impersonal analysis to problems	Step forward; consider effect of actions on others
Value logic, justice, and fairness; one standard for all	Value empathy and harmony; see the exception to the rule
Naturally see flaws and tend to be critical	Naturally like to please others; show appreciation easily
May be seen as heartless, insensitive, and uncaring	May be seen as overemotional, illogical, and weak
Consider it more important to be truthful than tactful	Consider it important to be tactful as well as truthful
Believe feelings are valid only if they are logical	Believe any feeling is valid, whether it makes sense or not
Are motivated by a desire for achievement and accomplishment	Are motivated by a desire to be appreciated

<i>Sensors</i>	<i>Intuitives</i>
Trust what is certain and concrete	Trust inspiration and inference
Like new ideas only if they have practical applications	Like new ideas and concepts for their own sake
Value realism and common sense	Value imagination and innovation
Like to use and hone established skills	Like to learn new skills; get bored easily after mastering skills
Tend to be specific and literal; give detailed descriptions	Tend to be general and figurative; use metaphors and analogies
Present information in a step-by-step manner	Present information through leaps, in a roundabout manner
Are oriented to the present	Are oriented toward the future

<i>Judgers</i>	<i>Perceivers</i>
Are happiest after decisions have been made	Are happiest leaving their options open
Have a "work ethic": work first, play later (if there's time)	Have a "play ethic": enjoy now, finish the job later (if there's time)
Set goals and work toward achieving them on time	Change goals as new information becomes available
Prefer knowing what they are getting into	Like adapting to new situations
Are product oriented (emphasis is on completing the task)	Are process oriented (emphasis is on how the task is completed)
Derive satisfaction from finishing projects	Derive satisfaction from starting projects
See time as a finite resource and take deadlines seriously	See time as a renewable resource and see deadlines as elastic

## **Scope & Sequence**

The K-12 Counseling Program services all students in the district. The Monroe Township K-12 counseling staff has determined skill areas for each grade level. These areas are related to educational development, career development and personal, social and emotional development.

Each topic is identified according to the key below:

A	=	Academic
P/S	=	Personal/Social
C	=	Career

More high school information may be found on our website at [www.monroetwp.k12.nj.us/hs/whsmain.htm](http://www.monroetwp.k12.nj.us/hs/whsmain.htm) (click on guidance).

Specific lesson plans are included in the Lesson Notebook in each school.



MONROE TOWNSHIP SCHOOLS  
WILLIAMSTOWN, NEW JERSEY

**Elementary Calendar  
School Counseling Curriculum**

↓ ↓ **TOPIC BY GRADE** ↓ ↓

<b>Time of Year</b>	<b>K-2</b>	<b>3-5</b>	<b>ONGOIG K-5</b>
<b>September October November</b>	Guidance Orientation P/S Self Esteem P/S Character Education P/S, A,	Guidance Orientation P/S Self Esteem, Self Awareness P/S, C Character Education P/S	Self Esteem P/S Self Awareness P/S, A Character Education P/S, A, C
<b>December January February</b>	Diversity P/S Friendship P/S Conflict Resolution P/S, A	Character Education P/S, A, C Conflict Resolution P/S, A Peer Relationships P/S, A	Conflict Resolution P/S, A Anger Management P/S, A Coping with Divorce, Separation in families, Coping with Grief P/S
<b>March April May June</b>	Test Taking Skills A Terra Nova Testing A Career Awareness C Transitions P/S, A	Test Taking Skills A Terra Nova Testing A ESPA Testing - Grade 4 A Career Awareness C Transitions P/S, A	Organization and Study Skills A Transitions: Grade Levels, Relocating P/S, A

**MONROE TOWNSHIP SCHOOLS  
WILLIAMSTOWN, NEW JERSEY**

**Middle School Calendar  
School Counseling Curriculum**

<b>TOPIC BY GRADE</b>	
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<b>Time of Year</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Sept./ Oct./ Nov.</b>	Transition / Orientation P/S, A, C	Orientation, Transition and Academic Responsibilities P/S	Orientation P/S, A
	Organizational and Study Skills A Sexual Harassment P/S	Study Skills and Learning Strategy A	Career Awareness The Academies at GCIT A, C The Academy Program At WHS A, C
	Setting Goals P/S, A, C	Study Skills and Learning Strategy A	Respecting Others and Resolving Conflict P/S
<b>Dec. / Jan.</b>	Decision Making Skills P/S, A, C	Dealing with Conflict/ Harassment P/S	Test Taking Skills / Anxiety (GEPA) A
	Peer Pressure / Coping Skills P/S	Self Awareness (How Behavior Affects Others) P/S	High School Orientation P/S, A, C High School Scheduling A
<b>Feb. / April</b>	Analyzing Skills and Interests for Careers P/S	Making Effective Decisions and Problem Solving P/S	Coin Program C
	Test Taking Skills A How Behavior Affects Others and Harassment P/S	Test Taking Skills A	Assertiveness P/S
	Terra Nova Testing A	Terra Nova Testing A	Harassment P/S
<b>May – June</b>	Self Esteem P/S, A	Time Management A	Transition Issues to Grade 9 P/S, A, C
<b>Ongoing</b>	Individual Counseling	School to Careers 6 weeks Cycle Course for All Students – Five days a week Individual Counseling	Individual Counseling

**MONROE TOWNSHIP SCHOOLS  
WILLIAMSTOWN, NEW JERSEY**

**High School Calendar  
School Counseling Curriculum**

TOPIC BY GRADE

Time of Year	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Sept./	Transition Orientation / Goal Setting P/S, A	Review Educational Plan / Goals A, C	Review Educational Plan / Goals A, C	Records Check A Review Educational Plan and Goals A, C
Oct./				
Nov.	Scheduling Revision A, C	Scheduling Revision A, C	Scheduling Revision A, C	Senior Year Procedure/ College Planning A, C
	Study Skills A	PSAT A	PSAT A	College Fair A, C
	Records Check A	Records Check Personality Kit A C	Records Check COIN – College Search A A,C	College Application A, C
Dec. /	Introductory Bridges Lesson C	Bridges Lesson C	Bridges Lesson C	Career Procedures C
Jan.	Self-Awareness P/S	Interpret PSAT / SAT Results A	Interpret PSAT / SAT Results A	College Searches as Needed / Financial Aid A
Feb. / March /	Educational Planning Goal Setting A, C	Educational Planning Goal Setting A, C	Educational Planning Goal Setting A, C	Final College Choice A, C
April / May	Test Taking Terra Nova A	Test Taking Terra Nova A	Test Taking / HSPA Resume Writing A A,C	Senior Intentions Graduation / Attendance C A
June	End of year Responsibilities			

**ONGOING:** Anger Management - P/S Motivational Counseling – P/S, A Social Skills – P/S Decision Making – P/S, A.

Name \_\_\_\_\_

[illegible]